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ABSTRACT

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the second course in shorthand. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into six learning outcomes. Each learning outcome is divided into one or two associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from homework notes and textbook plates, writing shorthand outlines, transcribing shorthand outlines, taking dictation, and transcribing unpreviewed, new material from dictation. (YLB)

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VOCATIONAL EDUCATION CURRICULUM GUIDE

BUSINESS EDUCATION

Program Improvement Through

C·B·V·T·E

Competency Based Education

U.S. DEPARTMENT OF EDUCATION
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SHORTHAND II

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Preface

The concept of competency based vocational-technical education has been supported by the Bureau of Vocational, Technical and Adult Education for a number of years. Since the early 1970's, the State has sponored the development and dissemination of numerous competency based curricula through the State Vocational Curriculum Laboratory. With the recent development of the State Master Plan for Public Education, however, the need to move rapidly toward systemwide adoption of this instructional concept in all schools is mandated by State Board of Education Policy.

According to the State Master Plan for Public Education, all instructional programs are to be learner oriented and described in terms of high quality, measurable, student centered outcomes (learning outcomes). In essence, this policy reinforces the competency-based vocational education philosophy.

Consistent with our current efforts in encouraging the implementation of vocational education learning outcomes, we have prepared this curriculum guide to assist vocational teachers as they prepare lesson plans that are reflective of the mandated core curriculum and defensible in terms of an equitable, quality vocational program.

Additional copies of this curriculum guide may be obtained from the:

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: (304) 372-7021
Toll Free: 1-800-WVA-JOBS (in state)

Any suggestions you have for improving this material may be sent to your Vocational Curriculum Laboratory. Through this feedback, we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

Overview

The contents of this guide provide the basic curriculum components required to develop lesson plans that address the learning outcomes for this particular area of study. As such, this guide is not intended to be a complete, self-contained curriculum. Instead, the teacher is provided a number of informational items related to the learning outcomes and allowed the flexibility to design instructional activities, select resources and deliver instruction most appropriate for the learner and learning environment.

Specifically, this curriculum guide is organized in the following manner:

Units of Instruction (Where applicable)

A unit of instruction is a group or cluster of related learning outcomes that have been placed together for their similarity or main idea of task accomplishment. An example of a Unit would be Shielded Metal Arc Welding within the welding and cutting area of study.

Learning Outcomes

A learning outcome, oftentimes synomous with a competency statement, is a concise description of the curriculum in terms of desired learner behavior. Such statements are measurable, may contain one or more tasks and be action oriented. All approved learning outcomes for vocational education have undergone a strigent verification process with input from teachers and representatives of the business and/or industrial sector.

The approved learning outcomes for a specific vocational education area of study represent the core competencies of what has been identified as a quality vocational education experience. They do not, however, represent the entire instructional program for any area of study. It is hoped that all vocational instructors and local educational agencies will provide learners with educational experiences that exceed the "core competencies" identified through the learning outcomes.

Associated Tasks

A task represents an identifiable behavior that (1) has a purpose; (2) has a definite beginning and ending; (3) contains two or more steps none of which is a restatement of the original task statement if in the psychomotor domain; and (4) has a standard of performance which can be defined, described and verified. Learning outcome statements may be on the task level or may contain two or more independent tasks.

Examples of task/behavior statements are:

1. Chase external pipe threads.
2. Bleed diesel fuel system.
3. Use common standard medical abbreviations.
4. Prepare a resume.
5. Plan food experiences suitable for young children.

Performance Standards

The Standard is defined as criteria for assessing if tasks are performed or demonstrated as either acceptable or unacceptable. The performance standard communicates to the learner the quantity and quality of how well he or she is expected to complete the task. The standard can be stated in terms such as actual percentage of achievement, the accuracy expected, the number of errors permitted, the time allowed to complete the task, the degree, or any other appropriate level at which achievement is anticipated. The standard should be based on the performance level needed on the job.

Examples of standards are:

1. The circuit board must operate within the tolerances of the circuit design.
2. The estimate must be within + or -5% of that figured by the instructor.
3. Contacts must open when more than 125% of rated current value is made to pass through the overload relay heating element or coil.
4. The installation must be complete and each conductor must be terminated according to the schematic drawing of the design.
5. The motor must carry the load without being overloaded; the directions of rotation must be correct; belt must have a deflection of between 3/8" or 1/2".

Tools, Equipment, Resources and Situation(s)

Situation(s) is defined as the limiting constraints under which actions are to occur. The circumstances or restrictions imposed on the learner when he or she is demonstrating the behavior must be defined. Frequently, the conditions identify the testing situation used to determine learner achievement of the standard. Tools and equipment are the materials needed to perform the task being addressed in each performance standard.

Performance Steps

Performance steps are a series of steps required to perform a psychomotor task. The steps (1) are arranged in the sequence ordinarily followed on the job, (2) have a concise start and close, (3) are limited to the accompanying task statement, and

(4) are self-supporting and do not refer to actions beyond the task performance. Performance steps developed for each task are used to determine the enabling objectives and steps and procedures for performance checklist(s) to be utilized in assessing learner mastery of the task.

Enabling Objectives

Enabling objectives reflect the knowledges, attitudes and related skills the learner must possess in order to complete the task to the specified standard(s). As such, enabling objectives are derived from an instructional analysis of the task and/or performance steps and are stated in measurable terms of student performance.

Terms such as "define verbally," "construct," "diagram" and "list" are used to express enabling objectives, rather than obscure verbs like "know," "learn" and "understand". Examples of acceptable enabling objectives are:

1. List verbally the parts of a voltmeter.
2. Define Ohm's Law.
3. Explain relevant safety precautions and procedures.
4. Discriminate between types of life insurance policies.

Given this information for each outcome statement, the instructor is encouraged to develop the following components for lesson planning, delivery and evaluation.

Develop Instructional Activities

Instructional activities should be designed to provide the learner with experiences related to the enabling objectives, cumulating in successful task performance. The instructional activity section of a curriculum should contain a variety of strategies designed for the learners' varying learning styles and rates.

Consideration should be given to age, ability levels, educational levels, varied learning styles, individual interests, career goals, and emotional needs when developing the instructional activities. Activities should include suggestions for large groups, small groups and individual methods. The use of small groups may help students attain the skills, knowledge and attitudes associated with each task by making them (1) feel adequate and physically competent when they lack the necessary background information and experience; (2) feel a sense of security through the reenforcement of positive group attitudes; (3) gain confidence and discover that they are an essential part

of a team engaged in the learning-teaching process; (4) learn to work without direct supervision, and (5) vary instructional routines away from lecture or other full-class methods.

Identify Appropriate Instructional Resources

Instructional resources should be identified for each instructional activity and should be designed to help convey the message of the task and enabling objective(s). Attempts should be made to utilize modern instructional technology (i.e. television, computers, videotapes, etc.) as much as possible in delivering the message desired. However, caution is advised in limiting the suggested resource section to only one alternative; due to the differing availability of resources between like programs across the state.

Provide Instruction

Many misconceptions exist about how an individual teacher must manage the instructional process when utilizing the competency based approach. Oftentimes CBE is considered synonmous with individualized instruction, wherein the instructor becomes the instructional manager of the educational process instead of the more traditional view of the teacher. Such misconceptions have led many educators to renounce competency based education as a means by which the teacher loses control and direction over the instructional process and is relegated to merely a role of record keeper.

The underlying concept of competency based instruction, however, does not dictate specific instructional procedures and methodologies, but rather assures that those skills, knowledges and attitudes deemed essential for job success are taught, mastered to acceptable standards and documented. How this instruction is managed within the classroom, be it on a large group, small group or individualized basis should be left up to the instructor.

The content of the task itself and the enabling objectives dictate what should be taught. Thus, the instructional activities and supporting resources identified in the instructional plan must be designed to accommodate learner mastery of the subject matter. Where appropriate, this instruction may involve large group activities, smaller group participation and/or solely individualized study.

Where substantial diversity exists between ability and skill levels of the learners within a class, arrangements should be made to structure learning activities that accommodate this difference. This type of instructional arrangement is particularly crucial, given that one of the major premises of competency based instruction is that the learner be allowed to progress at his/her own pace and that this progression be based upon successful mastery of sequential competencies.

Also, another major consideration that must be given to providing competency-based instruction is the development of a mechanism whereby learners, due to prior experience or instruction, be allowed to "test out" on skills already attained without undue duplication of effort. This situation is most often addressed through the use of pretests prior to formal instruction.

*Evaluate Learner Performance

Evaluation of learner performance is one of the most critical steps in the instructional process. Criterion-referenced evaluative measures are advocated over the traditional norm-referenced approach due to the importance of all learners being able to perform to specialized standards. As such, the evaluation of learning outcomes and their related tasks should include means of assessing learner mastery of the knowledges, attitudes, and skills outlined in the enabling objectives and regarded as essential for completion of the learning outcomes/tasks, and also, learner performance of the learning outcomes/tasks to the performance standard.

In order to adequately evaluate learners, consideration must be given to constructing testing situations that address any or all of the three domains of learning encompassed within the learning outcome or task (i.e., psychomotor, cognitive, and affective).

*Note: The Bureau of Vocational, Technical and Adult Education is currently in the process or has developed comprehensive test item banks (written and performance) for a number of vocational education areas of study. For information relative to the availability of these item banks, contact the Assistant Director, Curriculum and Personnel Development.

Guide Coding System

Example: 4.2.3

4. - unit designation
2. - learning outcome under unit
3 - task under learning outcome

VOCATIONAL EDUCATION CURRICULUM GUIDE

SHORTHAND II

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PROGRAM OF STUDY: BUSINESS EDUCATION

AREA OF STUDY: SHORTHAND II

UNIT #1

LEARNING OUTCOME:

1.1 Read fluently from homework notes and textbook plates.

TASK:

1.1.1 Read fluently from homework notes and textbook plates.

PERFORMANCE STANDARD:

Student must read with meaning from homework notes at a speed equal to at least 60 percent of printed-copy reading speed.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Homework notes

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Display instant recognition of shorthand symbols, brief forms and their derivatives.
2. Demonstrate ability to spell out shorthand words not easily read.
3. Demonstrate ability to read shorthand phrases.
4. Describe process of self-dictating material from shorthand plate material in testbook.
5. Describe correct procedures for using shorthand notebook and for holding pen.
6. Demonstrate ability to write correct shorthand outlines with good proportion.
7. Use abbreviations for common word beginnings and word endings.
8. Demonstrate ability to read shorthand plates meaningfully and rapidly.
9. Demonstrate ability to read homework notes fluently.

UNIT #1

LEARNING OUTCOME:

1.2 Write shorthand outlines from dictated words, brief forms, phrases, and abbreviations.

TASK:

1.2.1 Write shorthand outlines for dictated words, brief forms, phrases, and abbreviations.

PERFORMANCE STANDARD:

Given 50 dictated terms, student must construct shorthand outlines that are written correctly with good proportion. Terms must include theory words, brief forms, brief form derivatives, phrases, and abbreviations.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictation (live or taped) of 50 terms, pen/pencil/ shorthand notebook

PERFORMANCE STEPS:

1. Gather materials needed for dictation:
   a. notebook
   b. pens and/or pencils
2. Write numbers 1 through 25 down left hand edge of one sheet in shorthand notebook.
3. Write numbers 26 through 50 down left hand edge of reverse side of this sheet of paper.
4. Write shorthand outlines as they are dictated to the right of numbers on notebook page.
   NOTE: Do not write any longhand while dictation is in progress.
5. Transcribe each of the shorthand outlines by writing longhand in column to the right when instructed to do so.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Hear phonetic sounds and record them in symbols.
3. Construct rapidly shorthand outlines that are legible and written correctly.
4. Use good proportion in constructing shorthand outlines.
5. Recite brief forms and their derivatives until response to them is automatic.
6. Relate abbreviations from memory.
7. Use correct principles for phrasing words commonly used in sequence.

UNIT #1

LEARNING OUTCOME:

1.3 Transcribe shorthand outlines from dictated words, phrases, brief forms, and abbreviations.

TASK:

1.3.1 Transcribe shorthand outlines for previously dictated theory words, brief forms, phrases, and abbreviations.

PERFORMANCE STANDARD:

Given 50 shorthand outlines that have been written from dictation, student must transcribe these outlines correctly in longhand or on typewriter.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Paper, pen/pencil, shorthand notebook containing shorthand outlines of 50 words written from dictation, typewriter (optional)

PERFORMANCE STEPS:

1. Gather transcribing materials or prepare typewriter for transcription.
2. Transcribe each of the shorthand outlines by writing in longhand or typing when instructed to do so.
3. Proofread for accuracy of transcribing and for spelling.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Write shorthand outlines that are legible.
3. Demonstrate ability to read and transcribe self-written shorthand outlines.
4. Demonstrate ability to spell correctly words written phonetically in shorthand.

UNIT #1

LEARNING OUTCOME:

1.4 Take dictation for three minutes at a minimum of 90 words per minute (wpm) on unpreviewed, new material.

TASK:

1.4.1 Build dictation skill to 90 wpm for three minutes on unpreviewed new material.

PERFORMANCE STANDARD:

Student must take dictation for three minutes at 90 wpm on new material which has not been previewed.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Pens and/or pencils, shorthand notebook, three minutes of dictation at 90 wpm on new material, warm-up dictation at speeds from 60 wpm through 120 wpm

PERFORMANCE STEPS:

1. Assemble materials for dictation.
2. Take warm-up dictation.
3. Take dictation for three minutes on new material at 90 wpm.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Develop increased vocabulary of shorthand outlines which can be written accurately, quickly, and without conscious direction.
3. Develop courage to construct outlines for new or unfamiliar words according to principles.
4. Reinforce automatic responses for common words used in business communications.
5. Show evidence of poise and confidence when taking dictation.
6. Use speed building routines to increase dictation speed to 100 wpm for two minutes (practiced material).
7. Use speed building routines to increase dictation speed to 100 wpm for three minutes (practiced material).
8. Demonstrate ability to record unpreviewed new material at 90 wpm for three minutes.

UNIT #1

LEARNING OUTCOME:

1.5 Transcribe unpreviewed, new material from dictation taken at a minimum of 90 wpm in appropriate format using the correct application of basic transcription rules.

TASK(S):

1.5.1 Take dictation for three minutes at minimum of 90 wpm on new material with textbook closed.
1.5.2 Transcribe in longhand dictation taken at 90 wpm on new material.

TASK:

1.5.1 Take dictation for three minutes at minimum of 90 wpm on new material with textbook closed.

PERFORMANCE STANDARD:

Student must take dictation for three minutes on new material dictated at rate of 90 wpm.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictation at 90 wpm of new material, pen/pencil, shorthand notebook, warm-up dictation ranging from 40 to 100 wpm

PERFORMANCE STEPS:

1. Prepare for dictation by self-dictating assigned material in textbook several times.
2. Take warmup dictation.
3. Take dictation on new material for three minutes at 90 wpm.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Demonstrate ability to write brief forms and their derivatives automatically.
3. Practice writing phrases and abbreviations.
4. Self-dictate assigned material from shorthand plates in textbook.
5. Use speed building routines to increase dictation speed on new material to 90 wpm for two minutes.
6. Use speed building routines to increase endurance on writing new material for three minutes at 90 wpm.

UNIT #1

LEARNING OUTCOME:

1.5 Transcribe unpreviewed, new material from dictation taken at a minimum of 90 wpm in appropriate format using the correct application of basic transcription rules.

TASK:

1.5.2 Transcribe in longhand from shorthand notes taken on new material dictated for three minutes at 90 wpm.

PERFORMANCE STANDARD:

Student must transcribe in longhand from shorthand notes taken on new material dictated for three minutes at 90 wpm with not more than 5 percent errors. Error count shall include mistranscribed words, omissions, additions, spelling and punctuation errors.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Paper for transcribing, pen/pencil, shorthand notebook containing dictation notes

PERFORMANCE STEPS:

1. Gather materials for transcribing.
2. Transcribe in longhand from dictation notes.
3. Proofread for transcription, spelling, and punctuation errors.

ENABLING OBJECTIVES:

1. Demonstrate mastery of shorthand theory.
2. Develop ability to recognize brief forms and derivatives instantly.
3. Demonstrate ability to read phrases and abbreviations.
4. Take dictation on practiced material at 60 wpm for three minutes.
5. Demonstrate ability to read dictation notes fluently.
6. Apply rules of punctuation, capitalization, and word division.

UNIT #1

LEARNING OUTCOME:

1.6 Transcribe unpreviewed letters dictated at a minimum of 90 wpm, using the specified letter style, and applying the correct basic transcription rules.

TASK:

1.6.1 Transcribe in mailable copy form and in specified format business letters dictated at 90 wpm.

PERFORMANCE STANDARD:

Student must transcribe at the rate of 10 wpm business letters dictated from new material at 90 wpm. Transcripts must be in specified letter style with no transcription errors, i.e., with no mistranscribed words, omitted or added words, spelling, punctuation, or keyboarding errors.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Clock, dictionary and other reference materials, paper, pen/ pencil, typewriter

PERFORMANCE STEPS:

1. Prepare typewriter for transcribing.
2. Determine correct margins for letters.
3. Record beginning transcription time.
4. Transcribe letter(s), making corrections while transcribing.
5. Record ending transcription time.
6. Calculate transcription rate.
7. Proofread for keyboarding and transcription errors.
8. Evaluate appearance of letter for correct margins and for neatness.

ENABLING OBJECTIVES:

1. Show evidence of fortified and extended skills in shorthand and transcription typing.
2. Demonstrate straight-copy keyboarding speed of at least 40 wpm.
3. Describe block, modified block, and simplified style letters.
4. Describe procedure for estimating length of letters from shorthand notes.
5. Explain process of determining correct margins for letter.
6. Apply correct English skills--grammar, punctuation, and spelling.
7. Describe correct proofreading techniques.
8. Transcribe dictation notes in mailable copy form at rate of at least 10 wpm.
9. Demonstrate ability to evaluate transcripts for speed with which they have been produced, accuracy of message, correct English usage and punctuation, and general appearance of completed letters.